



State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

MEMORANDUM

To: Special Education Directors

SPED 09-03

From: Colette Chapman
Deputy Associate Superintendent
Exceptional Student Services

Date: March 5, 2009

Subject: PEA Determination as Required by the US Office of Special Education Programs —
Preliminary Results

IDEA '04 requires that each state make a determination for all public education agencies of their performance on identified special education criteria. The preliminary determination for your agency is enclosed for your review. The scoring method has been modified for this year to provide a greater degree of detail.

The components that make up the determination are as follows:

1. "Preschool transition by 3rd birthday" data is extracted from the Special Education Annual Data Collection report that was submitted to the ADE/ESS by your agency during the summer of 2008 and reflects information from the 2007-2008 school year. Agencies without IDEA preschool programs do not have a score assigned. Scores were based on the raw percentage and range from 0 to 5.
2. "CAP closeout within 1 year" data is extracted from the ESS monitoring system and is calculated from the date of the exit conference to the date the monitoring was closed out by the ESS specialist. Only those agencies that were expected to close out their CAP during the 2007-2008 school year have a score assigned. This component was given 3 possible points to ensure a comparable weighting.
3. "Valid and timely data" is made up of three items:
 - a. the on-time submission of the required Annual Data Collection, due July 31, 2008;
 - b. the on-time submission of the special education census Verification Letter, due November 14, 2008, and
 - c. the accuracy of that Verification Letter with respect to the special education child count of 10/1/08 as reported in SAIS.

A total of 3 points was possible for this component. Agencies had to meet at least two of the three requirements to earn any points. If all three requirements were met the agency received a score of 3.

4. "Clear audit findings" data comes from two sources, the maintenance of effort test performed on the expenditure reports and the overdue single audit report. This component was given 3 possible points to ensure a comparable weighting and scoring is as follows:
 - a. PEAs with no outstanding single audit finding, and no Maintenance of Effort (MOE) issue received a score of 3,

- b. PEAs with no outstanding single audit finding, and a MOE issue that was resolved satisfactorily received a score of 3, and
 - c. PEAs with outstanding single audit findings or an unresolved MOE issues received a score of 0.
5. “Percent of students with disabilities tested in AIMS” data is calculated using the ADE Assessment Section AIMS test records matched with SAIS special education enrollment records during the test weeks. Scores were based on the raw percentage and range from 0 to 5.
 6. “Evaluation Timelines” data reflects the percent of children evaluated within 60 days of the date of parental consent to evaluate and is extracted from the ESS monitoring system. Only those PEAs which conducted initial evaluations for special education and were monitored in the 2007-2008 school year have a score assigned. Scores were based on the raw percentage and range from 0 to 5.
 7. “High School Transition” data reflects the percent of youth aged 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the stated postsecondary goals and is extracted from the ESS monitoring system. Only those PEAs which serve transition-aged students and were monitored in the 2007-2008 school year have a score assigned. Scores were based on the raw percentage and range from 0 to 5.
 8. “Racial / Ethnic Disproportionality” data indicates the disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Districts are flagged on the basis of a Weighted Risk Ratio derived from census numbers reported in SAIS, then further determined through review of policies, practices, and procedures.
 9. “Racial / Ethnic Disproportionality by Disability” data indicates the disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Districts are flagged on the basis of a Weighted Risk Ratio derived from census numbers reported in SAIS, then further determined through review of policies, practices, and procedures.

As noted previously, PEAs were only scored in applicable categories. The percentage of possible point earned results in the determination label as follows:

- Meets requirements: Greater than 90%
- Needs assistance = 50-90%
- Needs intervention = 20-49%
- Needs substantial intervention < 20%

IDEA 300.600, in conjunction with 300.604, articulates the enforcement actions the state must take if an agency does not meet the requirements. These actions are:

- Needs assistance for two consecutive years: Advise the agency of available sources of technical assistance and/or identify the agency as a high-risk grantee and impose special conditions on the agency’s IDEA grant;
- needs intervention for three or more consecutive years: Require the agency to prepare a corrective action plan and/or withhold, in whole or in part, any further payments to the agency under Part B of the IDEA;
- needs substantial intervention: At any time, withhold, in whole or in part, any further payments to the agency under Part B of the IDEA.

Because this is the third year of determination labels, any school falling in or below the “Needs Assistance” category for a second year in a row will be subject to enforcement action. The nature of that enforcement will be delineated when the determinations are finalized at the end of April.

Please review the determination for your agency carefully. If you believe that we have erred in one or more categories, you should submit your request for a review in writing via email to Roberta Brown, Director of State and Federal Initiatives by April 15, 2009. Her phone number is 602-364-4006 and her email address is roberta.brown@azed.gov. Please understand that data submitted incorrectly can not be corrected nor does it constitute grounds for review. Only errors made at the Department of Education are subject to adjustment.

Report for:

Determination Label for FFY07:

Determination Label for FFY06:

Component Scores:

1	Preschool Transition by 3rd birthday	
2	CAP close-out within 1 year	
3	Valid and Timely Data	
4	Clear audit findings	
5	Percent of Students with disabilities tested in AIMS	
6	Evaluation Timelines	
7	High School Transition	
8	Racial/Ethnic Disproportionality	
9	Racial/Ethnic Disproportionality by Disability	
	Points Earned	
	Total Points Possible	
	Percent of components met (Points Earned divided by Total Points Possible)	